



### **3 NUTRITION SERVICES**

*Effective: 12/1/95*

#### **3.3 Nutrition Services Planning and Evaluation: Participant Satisfaction**

*Revised: 6/1/97*

**POLICY:** As of June 1997, annual evaluations of WIC participant views of nutrition education received are no longer required. Instead, participant satisfaction evaluations are recommended when nutrition education outcome percentages (e.g., hematocrit/hemoglobin improvement, low birth weight, etc.) or process percentages (e.g., participation in secondary nutrition education) are at the “need improvement” levels, or at any time when participant input is needed in order to improve services.

#### **PROCEDURE:**

##### **A. NEED FOR SATISFACTION EVALUATION**

When planning and evaluating nutrition education services, consider conducting a participant satisfaction evaluation, especially if WIC participant outcome or process percentages are at the “needs improvement” level(s) (see the Project’s WIC903 Ongoing Composite Report).

##### **B. EVALUATION DESIGN**

If a satisfaction evaluation is conducted, the following information may be useful. Also, consider contacting your Regional Office Nutrition Consultant for advice.

1. Identify what information is needed. First, think about or discuss with staff what activities are successful - and why, and those which do not seem to be as effective - and why. Consider educational methodologies, scheduling procedures, content, etc.
2. Identify the target audience. Do you want to evaluate general views of a sample of all WIC participants, or views of a sample of one particular group (e.g., prenatal women, caregivers of infants, etc.)?
3. Identify how the information should be sorted or presented, e.g., by clinic site or project, by demographic characteristics (race/ethnic group, age, etc.).
4. Develop the methodology. This may include written surveys, telephone calls, focus groups, other.
5. If the preferred methodology is to evaluate a sample of participants:
  - a) Determine the sample size based on the total number in the target population (see Attachment).



- b) Determine how to select the sample. Methods include:
  - (1) Select the sample so that all clients in the target population have an equal opportunity to participate.
  - (2) If, for example, 50 out of 150 clients are to be surveyed on a particular certification day, select every third client. Follow up on no-shows, otherwise the results will be misleading.
  - (3) If a telephone survey of a group of clients is desired, use DAISy to print out names and telephone numbers of the number of clients needed. Remember that since not all clients have telephones, the results will be biased.
- c) Determine how to collate the information, e.g., computer versus manual tally.
- d) To design the questions, consider the following:
  - (1) Is the question necessary? How will it be useful? If it is not necessary or useful, don't ask it.
  - (2) Is the question content biased or leaning in one direction, with no other questions to balance the emphasis? If yes, results may not be meaningful. The following is an example of a leaning question: "Do you feel you have learned about nutritious ways of eating from WIC?" The following is better wording: "Which of the following best describes what you have learned from WIC about eating: \_\_\_ I have learned a lot; \_\_\_ I have learned some; ...).
  - (3) If the preferred methodology is focus groups, a trained focus group leader (and preferably not a person from your own project) is needed to assist with planning the questions and conducting the groups.

### **C. USE OF THE RESULTS**

Use the results for the planning and evaluation of nutrition education services. Share the results, as desired, with others in your agency or community (e.g., MCH, Prenatal Care Coordination), the State WIC Office, and Regional Office Nutrition Consultants.

### **ATTACHMENTS:**

- \* Survey Sample Size Guidance